

THE USE OF VIDEO AS A MEDIA TO IMPROVE THE SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

Pijar Ganda Subrata; TMA. Kristanto

Universitas Sarjanawiyata Tamansiswa; Universitas Sarjanawiyata Tamansiswa
pijargs13@gmail.com; tma.christ70@gmail.com

Abstract

The research focused on teaching speaking using audio visual media. The objectives of the study are how to implement audio visual media to improve students' speaking skill and to describe the effectiveness of using audio visual media in the teaching of speaking. This study used a classroom action research design. The researcher and the collaborator worked together in designing the lesson plan, setting the criteria of success, implementing the action, observing the action, and having reflection. The subjects of this study were twenty eight students of the eleventh grade students of SMA N 1 Ngaglik, Sleman in academic year 2017/2018. This study was conducted in two cycles by following the procedures of the action research i.e. planning, implementing, observing, and reflecting. The activities of each cycle were Pre-speaking activities, While-speaking Activities, and Post-speaking activities. The result of the study showed that the use of audio visual media were able to improve the students' speaking skills. The percentage of the students achieving the score above predetermined minimum passing grade (*KKM*) had improved from 7.15% (2 of 28 students) in the preliminary study to 64.2% (18 of 28 students) in Cycle 1, and to 96.4% (27 28 students) in Cycle 2. Besides, the mean scores of each aspect of fluency, grammar, pronunciation, vocabulary, confidence were also increased.

Keywords: *audio-visual media, classroom action research, speaking skill*

Introduction

In this era, one of the most important skills in communication is speaking. It is the process of oral communication involving the interaction of both speaker and listener in sharing information. It is also defined as the ability to articulate sounds or some words to express, state, and convey ideas from one person to the another person orally (Tarigan, 2008:16-17). By speaking, students can share and exchange their ideas they get from books or other information media. They can easily express what they feel, what they learnt, and what they want to speak to others orally.

Speaking in senior high schools is one of the four English skill which the students have to learn. In this case, learning speaking is not easy for students.

Therefore, the teacher should teach their students with appropriate media in order to make them interested in learning speaking.

Based on the researcher's observation. In general, the students of SMAN 1 Ngaglik have low skill in speaking. It is caused by many aspects such as the old style of teaching speaking, the lack of learning media, and the lack of learning activities that affected students' motivation in order to speak English. In this case, the teacher needs new media in order to get the students' interest, so they can improve their speaking skill. One of media that can be used in teaching speaking is audio-visual in the form of a video. There are some reasons of using video for teaching speaking. Firstly, video includes audio-visual that are interesting for students. Secondly, it gives authentic materials with the fluent pronunciation and kinds of vocabulary to master by students. Also, video shows the right situation and body language of the conversations.

Theoretical Review

1. Teaching Media

The meaning of media is often related to means of communication. The term media often refers to any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit facts, skill, attitudes, knowledge and appreciation. Additional materials are used in a particular teaching method to make the learning process easier, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer *et al* (2010) state that media such as slides and films deliver more concrete information therefore it is more effective than lectures and books.

The function of using media is to make the learning process be meaningful and clear for the students. Teaching and leaning methods are various. The students become more creative to do various activities, for example creating an interesting learning atmosphere and solving limited space which increase students' motivation. Students develop based on their interest and speed conveying direct interaction with the environment and having the same experience.

2. Video

Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher should choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

3. Teaching Speaking at Senior High Schools

The subject of this research is the eleventh grade students of senior high school. Knowing the students' characteristics is the first step that helps the teacher to teach the students in order to achieve the students' goal. Students should learn the appropriate strategies to improve their own learning. Spratt

(2005: 53) states that the characteristics of senior high school students are able to keep still for longer periods, able to concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, pay attention to form and meaning in language, and have experience of life.

4. Classroom Activities to Promote Speaking

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001:348-352) states four classroom speaking activities. They are acting from script, discussion, simulation and role play.

Research Method

This research is a classroom action research. The steps used in conducting this research were adopted from Kemmis and Mc Taggart's model which consists of planning, action, observation, and reflection. This study consisted of two cycles, each cycle consist of two meetings. The subject of the research was eleventh grade students of SMA N 1 Ngaglik. This research was conducted from January to May in academic year 2017/2018. In order to provide the data, the researcher used some instrument to collect the data. They were classroom observation, questionnaire, interview guideline, and test. The data of the research were analyzed through five steps of data analysis as proposed by Burns (2010). Those are assembling data, coding data, comparing data, building interpretation, and reporting the outcomes.

Finding

In the finding, the researcher analysed and found the possible actions to overcome the problems. The problems were caused by three main factors, they were teaching learning process, teacher and students. The researcher discussed the actions based on each factor. After identifying the problems above, the researcher formulated some actions to solve the problem. In this process, the researcher implemented some actions in 2 cycles. Each cycle consist of planning, action and observation, reflection, and revised planning. In the cycle I, the researcher decided to do two meetings. The action of cycle I was conducted on April 13th and 20th, 2018, and cycle II was conducted on April 27th and May 4th, 2018. Based on the result of the analysis of the students' score, it is shown that there was an improvement on the students' speaking skill. The mean score of pre-test was 57.3, the mean score of post-test in the first cycle was 73.2, and the mean score of post-test in the second cycle was 78.6.

Discussion

The discussions are presented in order of (1) the implementation of video as a media to improve students' speaking skill, and (2) the effectiveness of video in improving the speaking skill of the eleventh grade students of SMA N 1 Ngaglik.

a. Report Cycle 1

1. Planning

In this phase, the researcher used several stages in implementing video in the teaching and learning process. They are Brainstorming, Giving example (playing the video), and Giving exercise (gave worksheet)

2. Action and observation

The researcher started the lesson activities by discussing about the selected song. In the beginning of the class, the researcher used an English song. After that, the researcher asked the students to give the opinion about the song. In this case, some of the students were confused as shown in excerpt 1.

Excerpt 1

- | | |
|----|---|
| a) | R: okay, and what do you think about a song? |
| b) | S: laguuu. |
| c) | R: and how to find out the meaning of a song? |
| d) | S: Dilihat judulnya mas. |

After finishing the brainstorming, the researcher played video and showed the example of a song to the students. After the students watched the video, the researcher asked them to discuss and to find out the meaning of the song. Then, he asked them about the song in the video as described in the following excerpt.

Excerpt 2

- | | |
|----|---|
| 2) | R: nahh, who ever listen the song before? Siapa yang suka |
| 3) | lagunya?
What are the song talking about? |
| 4) | S: belum pernah dengar. Tentang cinta cinta. |
| 5) | R: this is the old song, and you are right. It is about love story. |
| 6) | Ada yang tau bagaimana cerita dari lagu ini? |
| 7) | S: Selingkuh. |

From the excerpt above, it is shown that the students were able to find out about the meaning of the song, but they did not understand well because they did not listen to the song yet.

In the second phase, the researcher gave the worksheet to the students and asked them to watch and listen the video clip of a song. Then, he asked them to find out some words that they never listened before and asked them to repeat the word after him.

After making the paragraph, the students presented their paragraph in groups in front of the class. In this activity, the students should speak one by one. The following excerpt showed the evidence.

Excerpt 6

R: first group, lets move in front of the class and presented what is the song tells about

S1: As you stand by my side, i'm not afraid to anything

S2: The man who want cry afraid to anything his friend or her girlfriend stay by hom side.

S3: The boy who want to his girls or his friend to always by side not let the boy hurt.

S4: Someone that can life without te person that he love.

(example of a students presentation group)

The excerpt above showed that there were some students that had the confidence in making some sentences based on the song, even though there were some incorrect grammars.

After the students finished the presentation, the researcher gave the comments and feedback to their performance.

Reflection .3

The cycle 1 was done as an effort to improve students' speaking skill of class XI IPS 3. After conducting cycle 1, the researcher made some reflections. The reflection was done based on the observation, field note and interviews with the collaborator

Based on the explanation above, there were some successful and unsuccessful actions faced during cycle 1. The successful actions are: the students were confident in the learning process; the learning process developed the students' interest; the students' showed enthusiasm when the teacher used video media. While the unsuccessful actions are: the students were unable to find out the meaning of a song that they never heard before, some students could not make good sentences because of their vocabulary mastery are too low

Based on the description, the researcher decided to conduct cycle 2 with more popular song, and looking for the familiar song. The researcher also gave motivation to make the improvement of students' speaking skill for the cycle 2. The researcher and the collaborator planned to teach with the same topic

4. Revised Planning

Based on the reflection of cycle I, the researcher and the collaborator did the planning revision for the cycle II. First, chose the materials or the songs theme which were appropriate or familiar with the students such as songs about love, friendship, or song that they usually listened. Second, asked the students to comprehend the song before making their own sentences. It motivated students to speak up in the class, and the teacher could get students' interest in the learning process.

b. Report cycle 2

1. Planning

In this phase, the researcher used several stages in using video as the teaching and learning media. The stages were such as:

- a) The researcher led the students in the discussion
- b) Played the video

- c) Gave the exercise (gave worksheet)
- d) Practice

The cycle 2 was held on April 27th and May 4th, 2018. In this cycle the students were interested and motivated in the learning activities. In order to solve the problems occurred during the first cycle; the researcher planned the following actions: implementing video media to create some activities that could help students to be interested with materials, preparing the worksheet which gave the students more opportunity to speak, and giving more speaking models through video.

2. Action and Observation

In this meeting, the researcher led the students into a small discussion. The researcher gave the students some questions. This activity was expected to help the students to know the material that would be discussed in this meeting. This discussion motivated the students to receive the lesson.

In the first stage, the researcher gave videos of the “song”. This video helped the students to focus on the teaching and learning process. The teacher played the song video and the students observed the video. After the students finished the observation of the video, the researcher asked them to discuss the video.

It was used to help the students understand the material. Besides, when the students could not answer the teacher’s question and they were asked by the teacher, it showed that the students participated in the lesson. By doing this activity, both teacher and students could be active in the teaching learning process.

The second phase, the researcher gave a worksheet and asked the students to read some song lyrics. Then, asked them to mention the meaning of the song. It could be concluded that the researcher gave some efforts to encourage the students to understand the material about “song”.

All the activities had been done. The researcher asked them whether the lesson that he delivered was difficult or not. Some of them said no and the others said yes. Then, after the bell rang the researcher led a prayer and dismissed the class.

3. Reflection

In the cycle 2, the actions were revised to improve the students’ speaking skill and to solve their difficulties. The unsuccessful activities in cycle 1 were revised to make the action as well as planned. In this cycle, the students were not bored when they joined the English class, because the researcher provided a varied model of song in the video. The students’ focus was on the teaching learning process; they enjoyed and got enthusiastic to learn the material.

Based on the explanation above, the researcher did not find any difficulties in implementing the role play in cycle 2. Generally, the researcher could convey all the materials successfully. Besides, the students could enjoy and get interested in the teaching learning process. There were some successful actions such as:

- (a) The interaction in the class was intense and better. The students were confident to join the teaching and learning process.

- (b) The students were enthusiastic in the activities since they were work in pairs.
- (c) The students were more active to participate in the teaching and learning process.
- (d) The students' fluency and pronunciation seemed increased.

Table 1. The effectiveness of Video in improving the speaking skill of the eleventh grade students of SMA N 1 Ngaglik

No	INITIAL OF STUDENTS	Result of the Post-test 1 to the Post-test 2					
		Pre-test		Cycle 1		Cycle 2	
				Post-test 1		Post-test 2	
1	AS	60	Fail	80	Pass	85	Pass
2	APS	50	Fail	60	Fail	75	Pass
3	AY	65	Fail	80	Pass	85	Pass
4	AN	50	Fail	70	Fail	75	Pass
5	BDWP	45	Fail	75	Pass	80	Pass
6	BPN	50	Fail	75	Pass	75	Pass
7	CS	70	Fail	75	Pass	80	Pass
8	FT	50	Fail	75	Pass	75	Pass
9	HMS	65	Fail	80	Pass	80	Pass
10	HJN	70	Fail	75	Pass	75	Pass
11	KNM	75	Pass	75	Pass	80	Pass
12	KMO	75	Pass	80	Pass	80	Pass
13	LHA	45	Fail	70	Fail	75	Pass
14	MDV	55	Fail	70	Fail	75	Pass
15	MKSI	70	Fail	70	Fail	75	Pass
16	MLC	55	Fail	65	Pass	75	Pass
17	MAN	55	Fail	75	Pass	80	Pass
18	MGG	55	Fail	80	Pass	80	Pass
19	NRRA	60	Fail	85	Pass	85	Pass
20	PRAS	55	Fail	65	Fail	75	Pass
21	PM	60	Fail	85	Pass	90	Pass
22	RAS	70	Fail	75	Pass	90	Pass
23	RIS	40	Fail	75	Pass	80	Pass
24	RNY	40	Fail	55	Fail	65	Fail
25	SAL	65	Fail	80	Pass	90	Pass
26	SPML	50	Fail	60	Fail	75	Pass

27	SBNP	55	Fail	70	Fail	75	Pass
28	VKH	50	Fail	70	Fail	75	Pass
K	Nilai Rata-Rata	57,3	Percentage	73,2	Percentage	78,6	Percentage
K	Pass	2	7,15%	18	64,2%	27	96,4%
M	Fail	26	92,85%	10	35,8%	1	3,7%
75							

From the score above, it could be seen that the students' ability in speaking improved from cycle to cycle. In the pre-test, the mean score of the students' ability was not achieved. In the post test 1, it can be seen that the students' ability in speaking was increasing, and in the post test 2, the students' mean score was achieved. The points indicated that the speaking ability of grade XI IPS 3 students of SMA N 1 Ngaglik improved by using audio visual. The improvement was considered as the result of the effectiveness of the treatment.

The above description showed that teaching speaking by using audio visual media could improve students' confidence, pronunciation, and fluency in speaking. Students could practice their speaking in front of the class. In addition, this media could help students to overcome their problems of being nervous and ashamed.

Besides, the researcher found some important points to be discussed. When the treatment was applied, the students' performances slowly but surely showed progress in each cycle. They were taught to make some sentences based on the song's meaning. Even though in the beginning they still hesitated to make some sentences but finally they could made their sentences well and enjoyed in the speaking activity.

Conclusion

In conclusion, the researcher presents the summary of implementation of audio visual media in teaching speaking and the effectiveness of it in the teaching of speaking for eleventh grade students of SMA N 1 Ngaglik. The research was started from April 13th to May 4th, 2018. The aims of this research were describing the use of audio visual in the teaching of speaking for eleventh grade student of SMA N 1 Ngaglik and finding out the effectiveness of using audio visual in teaching speaking for the eleventh grade students of SMA N 1 Ngaglik. The subjects of the research were the students of SMA N 1 Ngaglik grade XI IPS 3. The actions were carried out in two cycle, each cycle consisted of two meetings. In the cycle I, there were some problems faced by the researcher and the students. To solve the problems, some actions were revised in cycle II.

The researcher found that using audio visual as a media was effective in the teaching of speaking of the eleventh grade students of SMA N 1 Ngaglik. By using the media, it could motivate students in learning speaking, the students could pay attention to the materials, and it could increase the students' self-

confidence in learning English, especially in speaking. Therefore, it could develop the students' score in the learning process.

References

- Alessi, Stephen M and Stanley R. Trollip. (2001). *Multimedia for Learning: Methods and Development (3rd Edition)*. Iowa: A Pearson Education Company.
- Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. London: Routledge.
- Cakir, Ismail. (2006). *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom (First Edition)*. Harlow: Pearson Education Limited.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching (3rd Edition)*. London: Longman Group Ltd.
- Kemmis, Stephen and McTaggart, Robin. (1988). *The Action Research Planner (3rd Edition)*. Geelong: Deakin University.
- Roblyer, Margaret D and Doering, Aaron H. (2010). *Integrating Educational Technology into Teaching (5th Edition)*. Harlow: Pearson Education, Inc.
- Smaldino, Sharon E., et al. (2007). *Instructional Technology and Media for Learning (9th Edition)*. New Jersey: Pearson Education Inc.